

ACPDH is a human rights non-profit organisation located and working in Burundi since 15 years ago and is the winner of Ockenden international Prize 2015

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ASSOCIATION COMMUNAUTAIRE POUR LA PROMOTION ET PROTECTION DES DROITS DE L'HOMME"ACPDH"

Mission: To promote and protect human rights in all dimensions and to fight for universal fundamental freedoms and values with a view to building a society characterized by respect for human rights and the promotion of Social Justice

The Child Rights Monitoring Programme in the School Settings in Burundi

Prevent &Ending child violence in school settings

Project duration: 36 months (2018-2020)

Project Total cost: \$790,706

Bujumbura, March 2018

1. Introduction

Originally, the aim of this initiative is to document best practices in the management, reduction and elimination of violence in school settings in Burundi. Although many projects and programmes have been implemented through recent years ago against this phenomenon, they have rarely been the subject of evaluation which could help to identify best practices with tangible impact on the reduction of Violence in the school settings.

In fact, as studies are conducted in one country, we understand the complex nature of the issue more and more, and the need to use different approaches to address the different facets of the problem in different contexts. That is why, rather than presenting best practices, this project reflects a series of promising initiatives to address the problem of violence in school settings in Burundi.

2. Background

The initiatives selected are essentially ideas of innovation of projects and are including experiences from other African countries in different political and social contexts, particularly in post-conflict and fragile states. These are initiatives that will cover a broad spectrum that goes from the school level to national level in Burundi.

These initiatives are organized around six of the seven major components of national child protection and education systems among other mechanisms of accountability, capacity, cooperation, Coordination and Collaboration, Communication, Education and mobilization for social change, mechanisms for providing services, legislation, policies, norms and regulations to contain violence against children and especially girls in schools settings in Burundi.

We are convinced that by identifying the emerging success factors, the challenges and lessons learned, the government, decision-makers and development partners will be able to achieve results, draw lessons from concrete examples in the country and inspire the work that remains to be done to change legislation, practices and behaviour so that all girls and boys could access quality education that respects the rights which allows children to complete their studies because violence hinders their education.

The situation of violence in school settings in Burundi has been identified since many decades and has been increased the onset of the socio-political crisis of 2015 with a very high degree of severity, where children especially girls are being abused by their teachers or officials School. For the most recent illustrations, ACPDH mentions the case of the 4 young girls who were severely beaten and sexually abused by their teacher in Rumonge and in Gitega provinces, etc.

3. Innovative INITIATIVES to change behaviour and reverse the trend of violence in the School settings

3.1. Laws, policies, standards and regulations

Initiative 1: Support for policy-awareness-raising activities

A model national policy for the prevention, management and Elimination of violence against girls in school settings

Level: National

Partners: Education policy experts, teachers ' unions, women's rights experts, civil society organizations, etc.

Type of violence to be taken care of: physical, psychological and sexual violence against girls, including structural violence that denies girls their rights to education and protection.

Objectives:

To foster respect for the rights of girls and boys to education in order to achieve the goals for sustainable development goals of education for all. This is a general framework to be adapted to national environments for the following purposes:

- Elaboration of a comprehensive policy framework providing for mechanisms and guidelines for the protection of girls from school violence;
- Coordination and consolidation of existing policy frameworks on violence against girls in school settings;
- Support for the development, adoption and adaptation of legislation on violence against girls in the school settings.

Activities

The policy model is presented in three stages: the role and responsibilities of partners, monitoring and Evaluation and review.

The partners are:

- Government and ministries,
- Schools/institutions, which implement policies specifically designed to combat violence against girls
- School boards/management Committees,

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- Girls with special needs, teachers and teachers ' unions,
- Practical training of teachers.

The model is also articulated around five dimensions:

- Prevention
- Reporting and identification and documentation of cases,
- Fight against perpetrators of acts of violence,
- Assistance to survivors,
- Capacity building.

Results/outputs

The policy model, which is widely disseminated at the national level and which is used effectively by the country as a reference for the elaboration of legal and political frameworks in particular.

3.2. Development of national frameworks

Initiative 2: National Strategic framework for non-violent basic Education

Type of violence taken care of: physical, psychological, sexual, gender-based and health-related violence

Objectives: The national Strategic framework for non-violent basic Education is part of a series of activities carried out by the Government and the state authorities, with the support of partners such as UNCEF, in the field of violence in the middle School. Its purpose is to ensure that all children have access to basic education and to complete it.

Activities

Monitoring the Evaluation of violence against children at the level of basic education, a draft national framework for action should be adopted by developing the following framework of actions:

- Educating teachers and students in selected primary schools about the causes of violence in schools and possible preventive measures,
- Training of regional education managers on the prevention of violence in the school environment,
- Capacity-building of educational actors (school management committees, parent-teacher associations, teachers) to define strategies for non-violent schools adapted to their environment,
- Creation of guidance in schools,

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- Development of institutional capacities in the public institutes for teacher training by region in the field of guidance and advice and prevention of violence in schools and teacher development Programmes (training Initial and continuing education).

Results/outputs

The draft national strategic framework for a non-violent basic Education presents strategies as well as implementation activities on:

- The definition of a vision for schools without violence,
- A policy for a safe and welcoming learning environment,

The institutionalization

3.3. Standards of professional Conduct

Initiative 3: Elaboration of the Code of conduct for teachers

Type of violence taken: physical, verbal, psychological and sexual violence to children in the school settings.

Objectives

Ensure quality education for children in conflict and post-conflict situations.

Create a safe and welcoming learning environment for children. It is in this context that the definition of codes of conduct for teachers and school staff will have to take place at the school levels and at the national level.

Activities

The code of conduct must be drawn up from the base.

- In order to monitor the training sessions on children's rights, protection and participation, organized for teachers, school management committees, education and children, a pilot action will be developed in partnership with local education authorities and school community actors in 18 pilot schools, a code will be drawn up and validated by the national authorities. After the dissemination of the Code for the benefit of all the participants in the school, a steering committee will be established in each school to monitor the implementation of the Code.
- Following the introduction of the codes in the various schools, a similar approach will be used to provide support to selected regional education authorities for the definition of codes for schools under their responsibility.

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- At the national level, ACPDH with the support of the partners will support the teachers ' unions to help them develop their own code of conduct, which will be used nationally and officially recognized by the Ministry of Education.

If the national Code of conduct developed by the unions defines, in terms of ethics, guidelines applicable to the teacher

2. Degrading Attitudes

3. Sexual abuse

4. Discrimination

5. Consumption of alcohol and tobacco in the school settings

6. Chores and other tasks that teachers require of children

The codes must promote:

7. Respect for human dignity and children as human beings

8. Participation of children

9. Positive relations between teachers and parents as well as between teachers and pupils

10. Suitable clothing.

The Code of conduct should be adopted by the Ministry of Education to ban punishment

degrading and corporal punishment and will reaffirm respect for the principles of the United Nations Convention on the rights of the Child, such as the best interests of children and the child's participation.

Lessons to remember

The lessons to be learned by the partners include the following:

At the school level:

- Ensure that the Codes are concise and clear for both adults and children,
- Clarify the period of implementation of the Codes and their revision processes,
- To detail the penalties for each transgression of the Code,
- Ensure that Codes are widely disseminated and exhibited in schools and classrooms,
- Codes should include accurate information on monitoring mechanisms.

At the national level:

- It is crucial to get the active involvement of trade unions in advocacy activities in support of action

To eradicate violence in the school settings,

- Dissemination of the same information to all actors (trade unions, senior officials of ministries, inspectors, etc.) at all levels (national, regional and local/school) is essential to clarify the objectives of The intervention,
- Taking into account the political agenda of the country while actively involving teachers and unions in the management of issues related to school violence is important in order to prevent any possible confusion between different agendas,
- Support for trade unions to promote the right of children to education and protection through training goes hand in the process of developing the Code of conduct

3.4. Mechanisms for providing services

Initiative 4: A network to stop violence against girls in school settings

Type of violence taken care of: physical, psychological and sexual violence, discrimination and structural barriers that deprive girls of their rights to education and protection.

Objectives:

To facilitate the training and strengthening of community structures in order to support and strengthen the implementation of the law and the protection of children.

Activities

Working with the decentralized agencies, the partners strengthen the capabilities of the actors below, while providing support:

- Set up community advocacy teams to protect the rights of women and girls and to pilot child Protection processes in their communities to support the work and services of the State against abuses committed on Girls.
- Education directorates, school leaders, counsellors, itinerant supervisors and girls ' education managers, who have benefited from specific training on violence against girls in the school environment, education and Learning taking into account the gender dimension and the insertion of the protection of girls in school practices.

Results/outputs

Prevention activities and support for girls will be strengthened through relationships between community structures and decentralized agencies. Community advocacy teams provide secure space and support for girls, helping them to be confident enough to make their voices heard. This has resulted in an increase in the number of cases of abuse denounced. The fact that communities serve as reference points for child protection Commitment as decentralized agencies do not have the financial means to help meaningfully the communities

Activities

The main activities are in particular as following bellow:

- Training for a series of actors (school staff, women's groups, magistrates and lawyers, social workers) on how to identify children who have been sexually abused and how to assist them in Different stages of their rehabilitation.
- The development of a pamphlet on how to talk about sexual abuse with children, intended for parents and educators, and used in advocacy activities for parents, teachers and school principals.
- Awareness-raising through community media (mainly radio), theatre and singing.
- The creation of support structures for child victims of sexual abuse (health care, legal assistance, psychological assistance and rehabilitation).

Results/outputs

Community surveillance brigades to identify and denounce cases of sexual abuse of children and provide support to victims and their families are in place for each school. These schools will benefit from awareness-raising activities and

Training on sexual abuse of children. Children who have been abused will receive psychological, financial and legal support.

Initiative 6: Learning without fear objectives:

Persuading the Government to declare all forms of violence against children in schools illegal and enforce these laws; working with school administrators and teachers to create schools without violence and to promote methods other than corporal punishment to impose discipline; create a dynamic for change, especially by increasing resources to combat violence in schools.

Activities

Formalization of the partnership with ministries and national institutions elaboration of a national plan of action

Initiative 7: Halting violence against girls in schools

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The Types of violence to take care of are like physical, psychological and sexual violence, discrimination and structural barriers that impede girls ' rights to education and protection.

Objectives

Awareness and advocacy for policy and practice change

To raise awareness of the phenomenon of violence against girls in schools,

Building partnerships, strengthening institutional mechanisms and taking initiatives on related issues at the national and community levels to facilitate behavioural changes in parenthood, boys and Girls and other school actors involved in girls ' education.

Activities

ACPDH will benefit from international initiatives such as the 16-days activism against gender-based violence (November 25, women's international day, December 10-the International Day of Human Rights, etc.

And the international days of the rights of the Child with the aim of creating a dynamic and attracting the attention of the people and institutional partners to the elimination of violence against girls in school settings.

The partners will also strengthen institutional collaboration, taking into account the active participation of all partners (police, justice, etc.).

Results/outputs

Attention will be drawn to the types of violence experienced by girls and how they impede their right to education. For example, there will be linkages between the lack of appropriate school facilities, such as latrines, the prevalence of violence against girls, and the dropout of girls from school.

The institutions will be expressed to involve police and justice in collaborative activities and coordinate with CSOs

3.5. Accountability Mechanisms

Initiative 9: Sub-region meetings between teachers ' unions and partners on violence against girls in school settings

Objectives

The primary objective of the initiative is to create a strategic partnership between NGOs and teachers ' unions to prevent violence in schools in general, and gender-based violence issues in particular. These strategic partnerships are indispensable to achieve the goal of education for all.

The objectives of the meetings are as follows:

- Study the best-suited approach for effective involvement of teacher unions in efforts to end violence against girls;
- Study opportunities for joint activities to end school violence by working with trade unions;
- Identify ways and means to strengthen the capacity of teachers to identify and address the problem of school violence, in general, and violence against girls, in particular;
- Lay the groundwork for long-term strategic and institutional collaboration with teacher trade unions through the implementation of a series of minimum actions to be taken in different provinces

Activities

Meetings organization marking the culmination of follow-up actions to formalize a strategic partnership between ACPDH and the teachers 'trade unions for the realization of the UNSDGs on the horizon 2030 for education. This partnership will be based on seven pillars: funding for education, non-professional teachers, violence against girls in schools, education and HIV/AIDS,

School governance, privatization and public education and Code of Conduct.

Results/outputs

The recommendations from the meetings will include a series of actions on the ground that will be implemented jointly by NGOs and teachers ' unions, in particular Initiative 10: management of sexual abuse in and around Schools

Objectives

Based on the recognition that sexual abuse in and around schools causes school dropouts, especially among girls, the Ministry of Education needs to take a number of steps to address this problem, Particular through the development and approval of guidelines to:

- Present existing policy documents in a format adapted to the needs of teachers and students;
- Breaking the silence and raising awareness of all the school's actors on the issue of sexual abuse in schools;
- Defining sexual harassment and sexual abuse so that children recognize the various forms and try to avoid finding themselves in situations of vulnerability;

- Identify mechanisms that could make it so that schools do not cover cases of sexual abuse when they occur.

Activities

Participatory development of guidelines and training sessions in schools and for teachers, parent-teacher Associations and students (in collaboration with local committees).

Results/outputs

The guidelines for the Prevention, detection and reporting of sexual abuse in schools in Burundi are in place and contain provisions relating to:

- (a) the definition of sexual abuse and harassment, as well as examples of the various forms they may take;
- (a) the identification of signs and symptoms (physical or behavioural) manifested by a child who is sexually abused;
- Mechanisms for reporting abuses on children and professional exploitations

Initiative 11: Research participatory action on violence in schools

Objectives:

The objectives of the initiative are to contribute to the creation of a favourable environment for girls ' pupils in order to enable them to express themselves on the issue of violence, to arm girls against all forms of violence, to create a grasp of Awareness, by teachers, of issues related to violence and to identify key activities to be implemented in schools to combat violence.

Activities

This participatory Action research is going to be conceptualized, and implemented and evaluated by the students. It will include three components:

- Education: By allowing girls to participate and express themselves, this project will strengthen their ability to participate in the life of society and become responsible citizens.
- Research: Girls will develop research and identify causes and manifestations of violence in their environment.
- Action: Participants will design the action plans and activities to be implemented to address the issues that will be identified during the research.

Results/outputs

Beyond the results of the research itself, an action plan will be developed by the Action Research Group. It will be articulated around four axes: violence perpetrated by pupils against other pupils; Violence perpetrated by teachers and/or other education staff on pupils; Violence perpetrated by students on teachers, administrative staff and other personnel and violence perpetrated by people outside the school on pupils.

An action plan will identify the activities, expected results, indicators and means of verification.

Initiative 12: Girls ' Clubs

Objectives:

- Support the empowerment of girls by strengthening their confidence to give them the means to oppose the culture of violence in and around schools;
- Report incidents;
- Create peer support networks to facilitate the realization of girls ' right to education.

Activities

Girls ' Clubs will be created in schools. The main activities of these clubs are as follows:

- Training of selected teachers and educators to act as advisors. The training provides for sessions on issues relating to the rights of children and girls, with particular emphasis on the protection, participation and linkage between them, gender, violence and methods of facilitation Participatory;
- Debates, plays, sports activities, reading contests, symposia and excursions to enable girls to be confident enough to study, understand and denounce attitudes that contribute to perpetuating violence;
- Participation in regional and national fora to help girls become aware of their rights, provide opportunities for them to meet with role models and decision makers, and practice public intervention and advocacy to affirm their rights to education and protection before the regional and national authorities.

Efforts to create school environments tailored to the needs of girls by increasing the number of teachers, educating educators on the use of gender-sensitive strategies, improving infrastructure Schools by creating separate toilets for girls and boys,

Duration of the project: This project is designed for a period of 3 years and is part of the overall action plan developed by the ACPDH for the period 2018-2020. It is precisely to implement the strategic axes linked to the fight against all forms of violence con- Women, girls and children (6); promoting equal opportunities for girls and boys in the education system, accessibility and family property Management (8); Promote and protect the rights of women and Children (2), etc.

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Project cost:

All activities suggested and planned for this programme are based on the local and national needs to counter the violence in school settings and the total cost is estimated to about **Seven and Nine Hundred Thousands and seventy six US Dollars (709076 USD)** for a period of three(3) years – **2018-2020.**

Main Project Applicant

The project is proposed by **ACPDH-The Community Association for the Promotion and Protection of Human Rights** as part of its programme of protection and monitoring of human rights in Burundi and to contribute to efforts to Combating violence in the school settings, a phenomenon that is mostly growing in Burundi.

Partners and donors

The targeted partners for this project are in particular all donors and partners whose their mission is education for children in developing countries and the government of Burundi for their part and important responsibilities to support and facilitate the implementation of effective protection mechanisms to combat this violence against children in the school settings.